

# Service Philosophy

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## At ECMS:

- We acknowledge the traditional custodians of the land on which we work, play and live
- Building relationships and knowing children and families is central to our work
- Families and educators come together to share their histories, knowledge, ideas, culture and aspirations in raising and educating children
- We are all learners. We recognise and value individual and different ways of learning
- Our educational programs foster investigation, inquiry, exploration, curiosity and creativity
- We support children to develop persistence and problem solving skills, resilience, agency, self-regulation and friendships.
- We listen to children's voices and celebrate successes and achievements to instil a sense of pride and empowerment

To be read in context to: The Victorian Early Years Learning and Development Framework; Belonging, Being and Becoming-The Early Years Learning Framework for Australia and the ECA Code of Ethics

## Somers Parade Philosophy Statement

- **WE** at Somers Parade Kindergarten practice "**Learning through Play**". Evidence supports that learning through **play provides the context** through which children organise and **make sense** of their social worlds. Play allows children to actively engage with people, objects and ideas. Play improves a child's **potential for learning later in life**. It provides opportunity for children to **follow their interests** and simply enjoy '-Being'.
- WE value the importance of **secure attachments**. Children who are secure in their attachments **more freely** explore their environment and are able to **learn with confidence**. Respectful relationships foster positive **social interactions** and emotional stability. All these skills contribute to developing a child's sense of '**Belonging**'. We pride ourselves on being a **child safe service**, where children's health, safety and well-being, is central to all our work practices.
- WE value the **uniqueness** of each child. We practice a holistic approach to teaching and learning that respects individual learning **preferences, strengths and abilities**. We believe it is the role of the educator to provide a **stimulating learning** environment that supports a child's learning through **meaningful, challenging** experiences, where we focus **on the process** not the end product of creative experiences. We combine this



approach with **intentional teaching** and scaffolding of learning and children's ideas to actively promote children into "**Becoming**"

- WE value children as **capable and confident** learners. We believe educators and children learn **together**. By observing and listening to children we are able to **include the child's voice** in the learning process. Children develop respect, trust and **love of learning** when they are participants in learning decisions.
- WE encourage the **participation of families**. We understand that families are the child's **first most influential teachers**. We actively encourage **partnerships** between families and educators to explore the learning **potential of each** child. We recognise the importance of **building a strong community** for our **families and children** through participation within our service and the wider community/neighbourhood.
- We celebrate **diversity**. We encourage children to **embrace difference** and promote tolerance. Sharing traditional, cultural and **family experiences** allows children to **better understand themselves** and others and to explore the world around them. We believe in the importance of learning about our **indigenous cultures** as part of learning about our **shared heritage**.
- WE value the importance of the **learning environment**. We encourage both indoor and **outdoor play** that encourages spontaneity, risk taking, exploration and discovery. We provide spaces for non-structured play that **promotes independence** and open-ended interactions. We encourage **interaction with the natural** environment and continuing a child's connection with nature and living things. We use our **surroundings** to demonstrate how to **care for the natural** environment that **sustains us**.
- WE are committed to evidence based learning **practices that develop** our children. We provide an environment of learning and continued **professional development** for our educators. All educators in the team are valued for their **unique experiences, skills and strengths** and their contributions to the service. We facilitate **open discussions and reviews** of current research, **reflecting** on our own philosophy and practice.
- WE aim to be a **kindergarten of best practice**. Our philosophy statement is a living document that **continually evolves** in response to new ideas and evaluated practice. It reflects the **values and beliefs** of current management, educators and families that form the Somers Parade community.